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AUTHOR Goetz, Frank; And Others
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ABSTRACT

The Birmingham school district, not unlike many other districts in the Metropolitan Detroit Area, has been experiencing a declining student enrollment. A committee was appointed to make a thorough study of the facilities and the future needs of the school district and make recommendations. The task was divided into two phases. The first phase was to conduct a study during the 1972-73 school year to assess the adequacy of instructional space in the elementary schools. Space was found beyond the requirements needed to house the declining student population. As a result, the committee developed a set of criteria for a school closing index to be applied to each elementary building: (1) location in relation to neighboring schools, (2) adequacy of facility, and (3) factors affecting enrollment. Twelve alternatives for solving the excess classroom space problem were studied and reviewed; however, the committee recommended closing three schools. The rational for closing schools from the point of view of economics and educational efficiency and the reasons for selecting the three specific schools to be closed are presented. Other factors considered in the report are a schedule for closing, implications for redistricting and transportation, receiving schools, and disposal of closed schools. (Author/MLF)

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# FACILITIES STUDY REPORT

# TO THE BOARD OF EDUCATION

PHASE I

September 4, 1973

COMMITTEE

Frank Goetz, Chairman
George Hallock
Daniel Nesbitt
Vernon Oxender
James O'Neil

EA 009 228

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# INTRODUCTION

The Birmingham School District, not unlike many other districts in the Metropolitan Detroit area, has been experiencing a declining student enrollment. Faced with rapidly expanding enrollments during the 1950's and much of the 1960's, the district kept pace with the growth pattern that developed by providing additional school facilities for all its students. The expansion of facilities was based upon two studies that were made during that period. One study was conducted by the Bureau of School Research, the Ohio State University and the other was conducted by Vilican-Leman Associates. All indications from both studies pointed to continued growth through the 1970's.

It became apparent to the school administration and the Board of Education by 1970 that the rate of growth at the elementary level had stopped. In fact, the district was experiencing a declining enrollment. In 1971 this led to the creation by the Board of Education of a committee consisting of members of the professional staff and community residents to study elementary facilities. The report submitted to the Board of Education recommended the closing of one elementary school to compensate for declining enrollments.

The Board of Education, after studying the Facilities Study Report presented to it in January of 1972, and after several public hearings, voted May 16, 1972, to close Baldwin Elementary School, effective September, 1972.

The May 16th resolution which authorized the closing of Baldwin recognized the need to consider the closing of a second elementary school by September, 1973. The date presented in the Facilities Study of 1972 suggested that such action could be taken assuming the enrollment trend continued downward.

At its November 14, 1972, meeting that portion of the resolution of May 16, 1972, calling for the closing of a second elementary school in September, 1973, was deleted by amendment. In its place the Board authorized that:

> "A thorough study be made of the facilities and the future needs of the school district with recommendations. This study is to be conducted by an administrative group utilizing the P.T.A. representatives as a reaction panel. This panel will assist in determining the approach to be used, will review the data presented and will react to the recommendations prior to their being presented to the Board. The Phase I Report is to be submitted in February. The Phase II Report, dealing with long-range planning, is to follow in several months."[1]

During September, the Superintendent of Schools appointed a five-man administrative committee headed by Dr. Frank Goetz, Director of Curriculum, to draw up recommendations based on the action of the Board of Education at its May 16, 1972 meeting.

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1 Official Minutes of the Regular Meeting of the Board of Education. Birmingham Public Schools, Oakland County, Michigan. Tuesday, November 14, 1972. Resolution Number 12, page 26. (See Appendix A).

The scope of the committee's work was broadened considerably as a result of the more comprehensive study required for the long-range needs of the district. The Board recognized this when it amended the May 16th resolution at its November 14, 1972 meeting.

In addition to the appointment of the Facilities Study Committee, the Superintendent of Schools invited each local Parent Teacher Association Board to designate one person from its unit to serve as a member of the Reaction Panel.

## STATEMENT OF THE PROBLEM

The Facilities Study Committee interpreted its charge from the Board of Education to be to conduct a study of the physical plants owned and operated by the district and to make recommendations that answer the following questions:

1. Do present facilities meet present needs of the district?
2. Will these facilities adequately meet the needs of the district for the foreseeable future?
3. Does the district have facilities that will not be needed to adequately carry on the educational program for the foreseeable future?[2]

## COMMITTEE PROCEDURES

Upon reflection it became obvious that to complete the study within the scope of the charge of the Board of Education as it was interpreted by the School Facilities Committee would require a minimum of two years. The members of the committee agreed to divide the task into two phases:

Phase I — Conduct a study during the 1972-73 school year to assess the adequacy of instructional space in Birmingham's elementary schools for housing existing instructional programs and possible programs in light of enrollment trends and projections.

Phase II — Conduct a study during the 1973-74 school year to assess the adequacy of instructional space in Birmingham's secondary schools for housing existing instructional programs and possible future programs in light of enrollment trends and projections. In addition, the committee will assess the adequacy of all instructional facilities for future use.

2 See Appendix B

The committee met on a weekly schedule from October, 1972, through the middle of June, 1973. The purpose of these meetings:

1. Plot the direction of the committee's activities.
2. Determine the kinds of data that needed to be studied.
3. Analyze and record the data that was gathered.
4. Prepare reports for the Citizen Reaction Panel meetings and following such meetings review the Panel's reactions in light of the committee's deliberations as it progressed toward recommendations for the Board.

The committee maintained contact with the Reaction Panel throughout Phase I of the study. Six meetings were held with its membership. The purpose of these meetings was to secure input and reaction as the Facilities Committee studied data pertinent to the study and as it developed its tentative and final recommendations.

The Facilities Committee found it necessary to consider a variety of data preliminary to the formulation of its report to the Board of Education. Some of these included:

1. Review of building capacities and room use under the existing instructional program of each building.
2. The history of district enrollment as well as enrollment projections for the public and nonpublic schools.
3. National and regional population trends.
4. Age and condition of the district's elementary buildings.
5. Geographic location of buildings.
6. Alternative uses for school facilities.
7. Transportation data.
8. Estimates of operating costs for elementary schools.
9. Potential growth areas in the district.

The appendix provides a review of much of the information collected for Committee and Reaction Panel use.

The committee had at its disposal, enrollment studies prepared by the Child Accounting Department using the rate of student survival method. It also contracted with the Westinghouse Learning Corporation to develop enrollment projections through its planning model entitled Computer Assisted Projection Enrollment (CAPE).[3]

It became obvious very early in the study that the district had surplus space beyond its requirement to house the declining student population. As a result, the committee developed a set of criteria it would consider in the event it wished to recommend the closing of any elementary buildings. These criteria eventually became a school closing index to be applied to each elementary building. This

3 Westinghouse Learning Corporation, DMR Division
2680 Hanover Street, Palo Alto, California 84304.

index was based on three major criteria:

1. Location in relation to neighboring schools.
2. Adequacy of facility.
3. Factors affecting enrollment.

The conclusions upon which the committee's recommendations are based are reported in the next section of the report. They have been reached after thorough consideration of the many facets of a very complex and sensitive problem.

## CONCLUSIONS

As a result of the Facilities Committee's extensive study of our elementary schools, the following conclusions were reached:

1. There is considerable excess space in our elementary facilities, due to our continuing declining enrollment.

2. As many as three elementary schools could be closed and not create crowded conditions in the remaining schools.

3. No school is so unsafe or inadequate that it should be closed on these grounds.

4. Though there are advantages in having a school's enrollment maintained within an optimum range (450-600), none of our schools need be closed for educational program reasons.

5. There seems to be only one major reason that would justify closing schools and that would be a need to save operating funds.

6. Unless the financial picture changes significantly in the months and years to come, the Birmingham District will experience financial problems.

## RECOMMENDATIONS

In view of our excess capacity
the possible need to save operating funds
the obligation to operate the school system economically and effectively
the desire of parents to keep neighborhood schools open

two alternatives seem appropriate to consider:

A. Close one or more elementary schools.

B. Vote additional millage to keep all schools open.

I. If the Board determines that closing one or more schools would be in the best interest of the district, the Facilities Study Committee recommends:

A. As many as three schools may be considered for closing and they are:

Adams
Bloomfield Village
Franklin

B. Close two schools effective the end of the 1973-74 school year and close a third school effective the end of the 1974-75 school year.

C. If schools are closed and income is realized from the sale of these facilities and property, the committee recommends that these monies be reserved for improving our remaining buildings and sites.

II. In view of our declining enrollment resulting in an excess of elementary school facilities, it is highly unlikely the district will have need for additional building sites.

Therefore, the Facilities Study Committee recommends to the Board of Education that the Hickory Lane property located west of Telegraph Road, South of Thirteen Mile Road be sold.

ALTERNATIVES CONSIDERED

During the course of the study the Committee generated and solicited suggestions that might have potential for solving the district's excess elementary classroom space problem. Twelve of these "Alternatives" were studied by the Committee and reviewed with the Reaction Panel.[4]

| Alternatives | Committee's Action |
|---|---|
| A. Utilize more classrooms by lowering the average class size for the district | A. Rejected: too costly. |
| B. Balance elementary enrollment to provide for better utilization of space in buildings. | B. Rejected: not a solution. |
| C. Share classroom space with adjacent districts. | C. No interest. |
| D. Utilize one or more of our buildings or a portion thereof on "Semi-voucher Plan". | D. Rejected: Need not apparent. |
| E. Varying patterns of organization. | E. Hold: This would compound the problem. Study in Phase 2. |
| F. Close one or more elementary buildings. | F. Supported: See Committee Recommendations. |
| G. Initiate Pre-school program. | G. Hold: Has some support. Study in Phase 2. |
| H. Utilize one or more of our buildings or portions thereof for a vocational-technical school. | H. Rejected: Need not apparent. |
| I. Establish Continuing Education Center(s). | I. Hold: Has possibilities. Cost factor. Study in Phase 2. |
| J. Operate one or more buildings on a reduced budget. | J. Supported: Implemented by Board. See Appendix D. |
| K. Use of facilities for college course work beyond grade twelve. | K. Rejected: Need not apparent. |
| L. Establish a Learning Resource Center in each school. | L. Supported: Being implemented by the Board, 1973-74. |

[4] Appendix C

Alternatives A, B, C, D, H, and K, were rejected for the reasons cited. E, G, and I, may have future possibilities and will be considered further in Phase II of the study. Alternatives L, Establishing Learning Resource Centers, is being implemented by the Board. The committee recognized the merit of this innovation and actively supported its initial study, development and implementation.

Alternative J has already been implemented. After some considerable study and discussion with principals, the committee recommended that the custodial staff be reduced in certain buildings for the 1973-74 school year. (See Appendix D). This recommendation was made in early June before the conclusion of Phase I of the study for two reasons. First, the committee felt that some operating costs could be saved during 1973-74. Secondly, in order to implement the recommendation for 1973-74 it needed to be made before the close of the 1972-73 school year. Implementing this recommendation will result in savings of approximately $44,000 for the 1973-74 school year.

The final Alternative F, Closing of Buildings, is the major focus of this report and is dealt with in the recommendations section.

## CLOSING SCHOOLS

Closing a school is usually a sad undertaking and generally is done with regret by a Board of Education. When enrollments decline significantly, leaving excess space, a Board is faced with the decision to determine whether facilities should be closed, put to other use, or continue to operate at the higher unit cost.

The Facilities Committee believes it is the right and obligation of the citizen tax payers of the district, through their elected Board of Education, to decide whether a school(s) should be closed to save money, or left open and afford the conveniences. The committee has, therefore, worded its recommendation in this regard so as to leave that value judgment to the Board.

## RATIONALE FOR CLOSING SCHOOLS

The committee wishes to document that should the Board choose to close a school(s) it would be justified in doing so from the point of view of economics and educational efficiency.

From 1967-68 to 1972-73, elementary enrollments have declined from 9,354 to 7,169, a loss of 2,185.[5] Using projections provided by a Westinghouse Data Processing Service,[6] elementary enrollments are expected to continue to decline as follows:

| | |
|---|---|
| 1973-74 | 6678 |
| 1974-75 | 6177 |

The optimum capacity of our 17 elementary schools for 1973-74 is 8370.[7] The difference between the optimum capacity of these 17 schools and the 1974-75 projected enrollment is 2,193 which represents excess capacity. If we were to be conservative and use the 1973-74 projected enrollment, the excess capacity would be 1,692.

| | | | |
|---|---|---|---|
| | 8370 | capacity | 8370 |
| (1974-75) | 6177 | | 6678 (1973-74) |
| | 2193 | | 1692 |

Additionally, during 1972-73 there were 33 excess classrooms not vitally needed. This number of excess classrooms is expected to increase to 41 in 1973-74[8] and perhaps to more than 50 in 1974-75. This data suggests that on a district basis we do indeed have sufficient excess capacity to close as many as three schools.

The foregoing figures are based on partial implementation of the Learning Resource Center Concept (LRC). During 1972-73 four schools had such centers. Establishing a LRC reduces the capacity of each school by approximately 54 due to the necessity of reserving two rooms for each center. During 1973-74 plans call for implementing an additional three Learning Resource Centers at the elementary level for a total of seven.

In order to provide for the establishment of Learning Resource Centers, it is necessary to make an adjustment in the "optimum" capacity of each school and of the district as a whole. Capacity data becomes important only when related to the closing of schools. If schools were not to be closed this data would not have such relevance. Therefore, an adjusted district capacity figure for 14 schools has been determined assuming that Adams, Bloomfield Village and Franklin are closed and assuming a Learning Resource Center is established in each of these remaining schools in the years to come.

5 These figures do not include the approximately 110 to 130 special education students we accommodate each year. (see Appendix E)

6 Appendix F and G

7 Appendix H

8 Appendix I

Optimum total capacity of 14 remaining schools.
(This does not allow for special education, LRC's and department office room use).----------7,614

| | | | | |
|---|---|---|---|---|
| 14 schools x 2 LRC rooms | = 28 rooms | | |
| Special Ed. | = 5 rooms | | |
| Dept. Offices | = 5 rooms | | |
| TOTAL | 38 rooms | @ 27 = | -1,026 |

Adjusted optimum capacity of 14 remaining schools
(Allows for special education and department office use)------6,588

Projected enrollment for 1974-75 ----------6,177

CRITERIA FOR CLOSING SCHOOLS

Having determined that in terms of excess space, the district could close as many as three schools and still have sufficient capacity to comfortably accommodate all its students, the committee needed to determine which schools might be considered for closing. A set of "School Closing Criteria" were developed.[9]

The School Closing Criteria were applied by the committee to each of the 17 elementary schools. It was determined that one school could be closed in the area east of Woodward (Adams, Harlan, Pembroke, Torry)[10] one in the western section (Bingham Farms, Franklin, Meadow Lake, Walnut Lake), and one in the north central area of the district (Bloomfield Village, Midvale, Westchester). Applying the closing criteria produced a numerical "School Closing Index".[11] The school with the highest "Closing Index" in each of the three clusters was selected by the committee to be recommended for possible closing.

THREE CHOICES FOR CLOSING: ADAMS, BLOOMFIELD VILLAGE, AND FRANKLIN

Adams, in the eastern section, was selected rather than Torry, Pembroke or Harlan for a number of reasons.

1. Adams is the oldest building east of Woodward. Its major maintenance needs are greater than the other more modern schools.

2. Adams has three floors as opposed to a single level in each of the other schools. A single level for an elementary school is desirable from both a maintenance and an educational point of view.

9 Appendix J
10 Apendix L
11 Appendix K

3. The size of the Adams site is a liability for both playground space and parking.

4. Closing Harlan or Torry would create a more extensive busing operation than would be the case with Adams.

With the choice being between Adams and Pembroke, the fact that Pembroke is a better educational facility than the older Adams building was a major factor.

Bloomfield Village, in the central area, was selected rather than Westchester or Midvale for some of these reasons:

1. Both Westchester and Midvale are newer, more modern schools and are confined to one floor, whereas Bloomfield has an older two-story section.

2. Ongoing maintenance is less of a problem at Midvale and Westchester and the potential for major maintenance needs are greater at Bloomfield Village.

3. All students from Bloomfield Village could probably be accommodated at Westchester. If necessary, some could be assigned to Quarton.

4. The fact that the principal serves both Bloomfield Village and Westchester would insure an easy adjustment for transferred students and teachers and would provide for continuity with parents.

One major problem would have to be solved, viz., getting Bloomfield Village children across Maple Road. This could be done through use of a light and a crossing guard, busing all students, or building an overpass crosswalk.

Franklin was selected rather than Bingham Farms, Meadow Lake, or Walnut Lake for a variety of reasons.

1. Walnut Lake is located in the extreme end of the district where there is some potential for growth. In addition, it is a better educational facility with a larger capacity than Franklin. That leaves Meadow Lake, Franklin and Bingham Farms.

2. Meadow Lake and Bingham Farms are both excellent educational facilities being newer, more modern, and on one floor.

3. Franklin is older, has three levels, is more difficult to maintain and is located on a hill which presents problems in the winter.

4. Franklin's enrollment is low and declining.

5. The capacity of Franklin is the lowest of the schools in that section of the district. Unfortunately the entire 230 children would need to be bused if Franklin were closed. This would, however, also be the case if one of the other western schools were closed.

It should be made clear that each of these three schools could continue to operate well as educational facilities if the Board desires to keep them open. However, if choices are to be made based on the criteria discussed, it is the committee's judgment that these three schools be considered for closing.

SAVINGS TO BE GAINED BY CLOSING

After reviewing the many factors bearing on the justification for closing a school(s) in Birmingham, the committee determined there is perhaps only one, and that would be to save money. Appendix M shows that by closing Franklin and Bloomfield Village in 1974-75 the district could save approximately $138,400 per year. Closing Adams would add an additional $86,700 for a total of $225,100 per year. From these estimates would have to be substracted costs resulting from closing.

ANNUAL RECURRING COST

Additional transportation costs could be as much as $9,000 per year.

ONE TIME COSTS

1. Alleviating safety hazzards. (Getting Bloomfield Village Children across Maple Road). Additional costs could be as high as $9,000 annually for transportation or $50,000 on a one time basis for a pedestrian overpass.

2. Moving costs: $3,000 to $5,000 per school.

3. Disposal costs.

It would be reasonable to assume that some or all of these costs could be partially or totally offset depending on what is ultimately done with the building and site of the closed school(s).

SCHEDULE FOR CLOSING

We suggest the following schedule for closing the three recommended schools:

A. Close Bloomfield Village and Franklin at the end of the 1973-74 school year.

B. Close Adams at the end of the 1974-75 school year.

Our recommended plan provides for the orderly transition from 17 elementary buildings down to 14 over the two-year period. We feel it is wiser to close only two schools at the end of this current school year because of the many problems and tasks involved in relocating students, staff, supplies, furniture, and equipment. It takes much staff time, particularly from our own maintenance and plant operation staff to prepare for the move, and then actually relocate the furniture and equipment including all of the instructional supplies. Additional rationale supporting our recommendation include the significant problems involved in attempting to dispose of the vacated buildings; putting three buildings or properties on the market at the same time might be disadvantageous. Also, each successive school year provides us with more accurate enrollment projections. The recommended two-step closing plan will provide us with a greater insurance against a possible reversal in enrollment trends.

The two smaller schools were selected to be closed first for two reasons: First, the excess capacities in these two sections of the district are somewhat higher than the situation in the Adams area; and Secondly, this allows us to relocate approximately half of the 800 students currently enrolled in the three schools each of these two years.

IMPLICATIONS FOR REDISTRICTING

The committee recognizes that an inevitable result of closing schools is the changing of attendance area boundaries. One of the criteria used by the committee in selecting the three schools recommended for closing was the proximity of adjacent elementary schools. Boundaries can be redefined with nearby schools with no more than three receiving schools involved in any one closing. In each instance, there will be enough room to accommodate the children who have been displaced.

The committee has not developed a detailed redistricting plan. Such a study should be initiated by the administration while the committee's recommendations are under consideration. The committee felt, however,

that it would be helpful to show what would be the effects of redistricting as regards to the ability of receiving schools to accommodate redistricted students. Therefore, Chart I was prepared.

RECEIVING SCHOOLS

Closing any one or all three of these buildings would not overcrowd those schools that would receive the redistricted students. Examination of Chart I shows this quite clearly. There are other redistricting combinations and all would be explored before deciding on the best one.

CHART I

CLOSED SCHOOLS AND ACCOMMODATION CAPACITIES OF RECEIVING SCHOOLS

| School to be Closed | Receiving Schools | Capacity* | Projected Enrollment 1973-74 | Enrollment 1974-75 |
|---|---|---|---|---|
| ADAMS | | | 446 | 400 |
| | Harlan | 675 | 517 | 447 |
| | Pembroke | 594 | 447 | 422 |
| | Torry | 459 | 393 | 373 |
| | | 1728 | 1803 | 1642 |
| BLOOMFIELD VILLAGE | | | 245 | 222 |
| | Quarton | 567 | 566 | 535 |
| | Westchester | 378 | 169 | 172 |
| | | 945 | 980 | 929 |
| FRANKLIN | | | 270 | 245 |
| | Bingham Farms | 486 | 306 | 270 |
| | Meadow Lake | 513 | 380 | 356 |
| | | 999 | 956 | 871 |

* These capacities are adjusted to allow for installation of a Learning Resource Center which requires two rooms.

IMPLICATIONS FOR TRANSPORTATION

Closing a school can and usually would result in the necessity of assigning students to a school that is farther from their home. In Birmingham our transportation policy calls for transporting all elementary children who live beyond one mile from their designated school. Closing either Adams, Bloomfield Village or Franklin would probably result in additional costs. Charts II and III show present costs and approximations of additional costs

CHART II TRANSPORTATION COSTS 1972-73

| School | Enrollment | Students Bused | Percent Bused | No. of Buses | Approximate Costs |
|---|---|---|---|---|---|
| Adams | 474 | 56 | 12 | 2 | $ 6,000 |
| Bloomfield V. | 252 | 78 | 31 | 2 | 6,000 |
| Franklin | 302 | 164 | 54 | 4 | 12,000 |
| | | | | | $24,000 |

CHART III ADDITIONAL TRANSPORTATION COSTS IF SCHOOLS ARE CLOSED

| School | 1974-75 Enrollment | Students to be Bused | Percent | No. of Buses | Approx. Costs | Additional Costs |
|---|---|---|---|---|---|---|
| Bloomfield V. | 210 | 84 | 40 | 2 | 6,000 | -0- |
| Franklin | 208 | 208 | 100 | 5 | 15,000 | 3,000 |
| Adams | 372 | 186 | 50 | 4 | 12,000 | 6,000 |
| | | | | | $33,000 | $9,000 |

The estimated costs are approximate and based on an average cost of $3,000 per bus run. If Bloomfield Village were closed and all 210 students were transported, five buses would be needed. The cost would be about $15,000 on an annual basis. This would add $9,000 to the total cost of transporting those children.

## DISPOSAL OF CLOSED SCHOOLS

When a school is closed the Board of Education must dispose of the building and site in a way that will serve the best interests of the district. Some of the possible alternatives could include:

1. Selling the property to the highest bidder.

2. Rent the facility.

3. Use the facility for purposes other than as a school. i.e., administration building, special education, community education, etc.

4. Close and "mothball" it for a period of time.

There are very probably other viable possibilities that could be pursued. The disposal method depends, in part, on the needs of the district. To the extent practical, it would be to the advantage of the district to know ahead of time what the disposition was going to be. Unfortunately this is not often possible.

The committee recognizes that determination of what will be done with a closed school is an important consideration. This consideration, however, is not a major determining factor in the decision to close if the closing is dictated by a need to reduce operating costs. If it can be demonstrated that substantial savings can in fact be made by closing the school, the disposal question becomes secondary and can be worked out following the closing. Therefore, the committee will not plan to make recommendations re disposal until the Board is closer to or has decided that a school(s) will be closed.

## FEASIBILITY OF DISPOSING OF THE ADMINISTRATION BUILDING

In the previous section of the report it was pointed out that the committee will not make recommendations for disposal of any school property until decisions are closer to becoming finalized. We are, however, adding this section concerning the possible disposal of the Administration Building to our report, because of the frequency of which the subject is discussed by both our committee and the Citizen Reaction Panel.

From a recent issue of Nation's Schools, it appears other districts have faced a similar dilemma illustrated in the following quote,

> "Where schools are located in residential districts, selling becomes far more difficult. One suggestion: Sell the central administration building if it has good commercial value and move the district offices to a vacated school."

Nation's School, February, 1973 edition.

The Birmingham Public Schools administrative offices are currently housed in a four-year-old building with reasonably high commercial value. It is likely the building would be very saleable, perhaps at or above the original construction cost. The building was completed in 1969 at an approximate cost of $800,000.

Selling the Administration Building as opposed to attempting to dispose of one of the buildings recommended to be closed would have two advantages: First, it is possibly worth more financially and easier to sell; and secondly, it would add a valuable property to the tax role, increasing the tax base of the district.

There are also several factors which might be considered disadvantages as follows: First, any elementary building will require extensive and perhaps expensive renovation and remodeling which might eat up a significant portion of the financial advantage gained by selling the Administration Building; secondly, because the bond issue which financed the construction of the Administration Building is relatively new, it is quite possible that all monies received from the sale of the building would necessarily need to be placed back into the debt retirement, hence, no money would be freed for other use; and thirdly, the question of zoning (necessary for a high commercial value of the Administration Building) would need to be resolved because the property is currently zoned for public use only.

## ADVICE OF THE REACTION PANEL

The Reaction Panel served a very useful function in the deliberations of the Facilities Committee. The advice and counsel given by this representative citizens group influenced the mode of operation and the recommendations of the committee. In addition to some of those "influenced" decisions and recommendations discussed elsewhere in this report, four items of "Reaction Panel Feedback" need to be highlighted.

1. The majority of Reaction Panel members strongly agreed that enrollment circumstances suggest that closing one or more elementary schools would be justified if the need to save money is clear.

2. If the Board determines that there is indeed a need to save operating funds, a majority of the Panel would support conducting a millage increase sufficient to keep all schools open. If such a millage vote failed the Panel would support the closing of one or more schools.

3. In the event a millage increase to keep schools open failed, there was some support for a longer range more drastic school closing plan. This would call for a study of the year round school concept with the intention of implementing it if it proved to be in the best interests of the district and if it received wide

citizen support. Such a plan would require a smaller, district student capacity and could result in the closing of additional schools.

4. There was very strong panel support for "plowing back" into the educational program any savings gained by closing schools. Panel members opposed saving money for the sake of just saving. Their unanimous plea was to improve our educational program.

DISADVANTAGES OF CLOSING SCHOOLS

Obviously there are some disadvantages that result from closing a school(s). The advantages of saving on operating and maintenance costs must be weighed against other negative factors.

1. Perhaps the most difficult problem to solve is assuring parents whose school is to be closed that their redistricted children will receive an equally good education in their new school. Attachments are made over the years to a school and closing it becomes an emotion-laden issue.

2. Removing a school from a neighborhood and requiring many students to either walk farther to school or be bused is strongly disapproved by most parents. The convenience of having a nearby school is highly prized.

3. Transportation costs would increase. Implications of increased transportation costs were discussed previously. Also note Appendix N.

4. Projections of future enrollments are difficult to determine. Over a 5 to 10 year period too many factors may be involved to allow for accurate predictions. Such things as changes in parochial school operations, growth areas in the district[12] reduced or increased birth rate, fluctuations in the economy, among others, may throw projections off significantly. To the best of the ability of the Facilities Committee to do so, within budget limitations, these kinds of unknowns have been considered.

5. Disposal of closed schools can be a difficult task. This was discussed earlier.

12 Appendix O

## PHASE II

In the early weeks of the Facilities Study, it became apparent that it would make sense to study the excess space problem of the elementary schools first and later to study the secondary schools. This was due to the fact that the large enrollment loss has been at the elementary level for some years and is only now beginning to be felt at the secondary level.

The committee, therefore, decided to study the elementary schools first and make recommendations re their excess space problem. This, of course, has been done and the recommendations in this report represent the results of Phase I of the Study.

Phase II will begin in September of 1973. The intention will be to look carefully at our secondary schools as well as to assess elementary buildings to determine their adequacy as educational facilities in the future. Some attention will be given to assisting the district in determining the advisability of implementing a different kind of organizational plan. i.e., the middle school, trying a year-round school plan, and others.

Presently the committee's plans call for a Phase II report in February of 1974.

FACILITIES STUDY COMMITTEE

Dr. Frank Goetz, Director of Curriculum, Chairman
Dr. George Hallock, Director of Pupil Services
Mr. Daniel Nesbitt, Deputy Superintendent for Instruction
Dr. Vernon Oxender, Deputy Superintendent for Administrative Services
Mr. James O'Neil, Director of Physical Plant and Transportation

## APPENDICES

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#12

## STUDY OF FACILITIES AND NEEDS

Resolved, that Resolution #1 of the May 16, 1972 meeting regarding the Closing of an Elementary School be amended by the deletion of the amendment adopted at that time which read:

"Close another elementary school by September, 1973, after proper safety precautions for students have been provided, and a recommendation as to which school has been made by a study committee."

Be it further resolved, that

A thorough study be made of the facilities and the future needs of the school district with recommendations as to the school or schools which could be closed. This study is to be conducted by an administrative group utilizing the P. T. A. Representatives to the Board as a reaction panel. This panel will assist in determining the approach to be used, will review the data presented, and will react to the recommendations prior to their being presented to the Board. The Phase I report dealing with elementary school closing is to be submitted in February. The Phase II report dealing with long range planning is to follow in several months.

- - - - - - -

Explanation: The continued loss in enrollment and the excess available capacity of the buildings suggests strongly that one or more school buildings might be closed in the near future. This resolution confirms the previous action of the Board in requesting a study and determines the specific method for involving citizens. However, it frees the study group from a predetermination of the outcome of that study. For example, none, one, or more than one school may be recommended for closing, and the time schedule for closing may differ.

R 12

APPENDIX A

BIRMINGHAM PUBLIC SCHOOLS
Birmingham, Michigan

SUMMARY STATEMENT OF TASK FORCE CHARGE

The Board of Education passed an amended Resolution #12 re the facilities study at its November 14, 1972 meeting.

RESOLVED: That Resolution #1 of the May 16, 1972 meeting regarding the closing of an Elementary School be amended by the deletion of the amendment adopted at that time which read:

"Close another elementary school by September, 1973, after proper safety precautions for students have been provided, and a recommendation as to which school has been made by a study committee."

BE IT FURTHER RESOLVED, THAT

A thorough study be made of the facilities and the future needs of the school district with recommendations. This study is to be conducted by an administrative group utilizing the P.T.A. Representatives as a reaction panel. This panel will assist in determining the approach to be used, will review the data presented and will react to the recommendations prior to their being presented to the Board. The Phase I Report is to be submitted in February. The Phase II Report, dealing with long-range planning, is to follow in several months.

The task force committee reviewed this revised resolution to determine or agree on what our charge should be. The following general statements will guide the work of the task force.

The Facilities Task Force will make a thorough study of the physical plant (schools and administration) and make recommendations to the Board regarding:

1) Do our present facilities meet present needs of the district?
2) Will these facilities adequately meet the needs of the district for the foreseeable future?
3) Do we have facilities that will not be needed to adequately carry on our educational program for the foreseeable future?

The task force will plan to present a progress report to the Board in February. Due to the necessity to study the entire K-12 needs of the district for the present and the near future (5 years) before recommendations can be made, the task force will probably not make recommendations that would require significant changes for the 1973-74 school year.

We agreed that the essence of our charge is not changed as a result of the Board's amending the resolution. The significant change is in the time schedule.

FG/tn

#12

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: UTILIZE MORE CLASSROOMS BY LOWERING THE AVERAGE CLASS SIZE FOR THE DISTRICT.

The 1972-73 average class size is just under 27 students. Theoretically, if the average size was lowered by 1 student we would "occupy" approximately 23 additional rooms; conversely, if the average size were raised to 28, we would occupy approximately 21 fewer classrooms.

POSSIBLE ADVANTAGES

1. Most people agree smaller classes are better for kids.
2. Good use of space.
3. Probably goal in teacher bargaining.
4. Teacher-pupil relationship could be closer.
5. "Slow" students might get more help.

POSSIBLE DISADVANTAGES

1. Cost! (Staffing & Operating) decreasing by one student adds approximately $250,000 to the budget.
2. Research shows little evidence that small size increases learning.

REACTION:

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: BALANCE ELEMENTARY ENROLLMENT TO PROVIDE FOR BETTER UTILIZATION OF SPACE IN BUILDINGS.

This means that attendance areas would be adjusted to increase enrollments in low enrollment schools and decrease enrollments in high enrollment schools. This would not reduce district capacity and would not save money.

### POSSIBLE ADVANTAGES

1. Total building enrollments could be adjusted closer to optimum size 450-550.
2. Excessively large and small classes could be avoided.
3. Auxiliary space would be more equitably allotted in all buildings.
4. Administrative responsibility would be more equitably spread.
5. Educational program options would be improved. i.e., fewer split classes, easier integration of special education students, learning center option more possible.

### POSSIBLE DISADVANTAGES

1. Attendance areas would need to be redistricted.
   A. Friends may be separated.
   B. Some children would need to travel greater distances to school.
   C. Busing costs may be increased.
   D. Long established affiliations may be severed.
2. May need to limit open enrollment more than would otherwise be the case.

REACTION:

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVES: SHARE CLASSROOM SPACE WITH ADJACENT DISTRICTS

Since the district has available space at the elementary and junior high school levels, it might be possible to provide instructional space to neighboring districts on some type of cooperative basis.

POSSIBLE ADVANTAGES

1. Possibly certain instructional programs could be shared that one district alone could not afford.

2. Space could be used in our district for cooperative programs with other districts that would enhance the educational experience for Birmingham's youth. Students from the cooperative district would be transported to our facilities.

POSSIBLE DISADVANTAGES

1. Neighboring districts in Oakland County are not experiencing growth, consequently most of them have more instructional space than they currently need.

REACTION:

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: UTILIZE ONE OR MORE OF OUR BUILDINGS OR A PORTION THEREOF ON "SEMI-VOUCHER PLAN".

This means "contracting out" a group of children with special interests or special problems to a group of teachers who would agree to accomplish certain goals in return for a promised amount of remuneration. For example, a group of three teachers might agree to take a group of 50 very poor readers for one semester and guarantee increased ability to a certain level for a specific amount of money. This kind of program would need space.

POSSIBLE ADVANTAGES

1. Similar plans have worked in some other places. (i.e. Gary, Indiana).
2. It might be worth a try.
3. Could provide motivation for the poorly motivated (teacher as well as student).

POSSIBLE DISADVANTAGES

1. Could be more expensive.
2. Voucher plan very controversial; most have been dropped.
3. Such plans are generally considered only in low achievement schools.

REACTION:

ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: VARYING PATTERNS OF ORGANIZATION

By varying organizational patterns more effective use might be made of existing space.

A. Organize as a K-5,3,4 district by creating middle schools in place of junior high schools.

B. A second plan might be elimination of traditional elementary grade organization and adopt the multi-unit elementary school type of organization that is the basis for the individually guided education (IGE) approach. Elementary schools, divided into instructional units of 75-150 pupils, are staffed by unit leaders, unit teachers, aides and clerical staff. Each unit contains a multi-aged pupil population, a nongraded approach to curriculum design and learning programs designed for individual students.

POSSIBLE ADVANTAGES

1. K-5,3,4 plan of organization
   a) Reduce number of elementary schools needed - more efficient use of existing ones.
   b) Could reduce overemphasis on too early departmentalization often attributed to junior high schools.
   c) Eliminate division currently existing in the 4 year program of grades 9 - 12.

2. The multi-unit school
   a) Greater attention to individual needs of students.

POSSIBLE DISADVANTAGES

1. K-5,3,4 plan of organization
   a) Would require widespread redistricting of students at all levels.
   b) Would require a major curriculum revision if to implement middle school objectives.
   c) Major displacement of staff.
   d) Might require additional busing.

2. The Multi-unit School
   a) Major inservice program required.
   b) Would not be an economy in space utilization.
   c) Would not eliminate small inefficient elementary schools.

REACTION:

ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: CLOSE ONE OR MORE ELEMENTARY BUILDINGS

This option has serious public relation implications in that it removes, in effect, a school from the local neighborhood. This option may be justified where there is a felt obligation to run the district in the most efficient manner possible.

POSSIBLE ADVANTAGES

1. Increase the overall operating efficiency of the district.
2. Savings to the district:
   a) Where building is closed completely
   b) Where building is mothballed.
3. Better utilization of associate teachers.
4. Increased enrollment at receiving school(s) provides for improved options. i.e., fewer split classes, better integration of special education students, improved possibility for establishing a learning center.
5. Releases the building for sale or alternate use.
6. Reduces number of building to be maintained.

POSSIBLE DISADVANTAGES

1. Redistricting of the attendance area would be necessary.
2. Some children would have farther to go to school.
3. Possible increase in number of bussed students.
4. Creates a public relation problem with parents.
5. Long established affiliations may be severed. Friends may be separated.

REACTION:

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: INITIATE PRE-SCHOOL PROGRAM

This would provide a program for children who are four years of age. This would require approximately 15 classrooms for 1974-75, assuming they were used for two sessions each day.

POSSIBLE ADVANTAGES

1. Will assist in the early identification of children with various developmental problems and provide for their early remediation.

2. Opportunity to develop a child study laboratory for secondary students, enabling them to study child growth and development by working with children.

POSSIBLE DISADVANTAGES

1. Cost. (Approximation $170,000). There would be no State aid for the program. Parents could be charged a "fee".

REACTION:

ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: UTILIZE ONE OR MORE OF OUR BUILDINGS OR PORTIONS THEREOF FOR A VOCATIONAL-TECHNICAL SCHOOL.

We would presume this to mean training experiences in addition to those we now can provide at our two high schools. Courses preparing students on part-day or full-time basis.

POSSIBLE ADVANTAGES

1. Our program has been criticized for a lack of "career" courses.
2. SEOVEC becomes overloaded in some programs. (i.e., auto mechanics).
3. The program would be closer to home.
4. More students might enroll in voc-tech courses instead of unrealistically planning an "academic" career.

POSSIBLE DISADVANTAGES

1. Our tax payers are already paying for SEOVEC.
2. SEOVEC now is able to handle almost all BPS students who are interested.
3. Voc-Tech facilities are very expensive.
4. The world-of-work changes rapidly, hence causing expensive changes in facilities.

REACTION:

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: ESTABLISH CONTINUING EDUCATION CENTER(S)

This would provide a setting for adults to continue their education, complete requirements for graduation, acquire leisure time skills, job up-grading, etc. This plan would require use of several rooms in several buildings.

POSSIBLE ADVANTAGES

1. Provide a daytime "credit" program for adults who are reluctant to attend day school with high school age students.
2. Recreation and leisure time center in a neighborhood school.

POSSIBLE DISADVANTAGES

1. Cost will qualify for State aid, but this will not support the program. Cannot charge a fee if person is meeting graduation requirements.
2. Competition with Community House.
3. Costly to operate small classes which are likely under this arrangement.

REACTION:

ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: OPERATE ONE OR MORE BUILDINGS ON A REDUCED BUDGET

This option would have merit if parents felt very stongly about having a school in the immediate neighborhood in spite of the disadvantages that would accompany it.

POSSIBLE ADVANTAGES

1. Permits keeping a neighborhood school open as opposed to closing it completely.
2. Allows for some savings to the district by closing off part of a building.
3. Releases part of the building for other uses.

POSSIBLE DISADVANTAGES

1. Savings would be not as great as when the building is closed.
2. May create part-time or dual principalship.
3. May reduce educational options; more split classes; less chance to integrate special education students; reduces practicality of creating and running a viable learning center.
4. Tends to increase the range in class size from very small to excessively large.
5. Per pupil operating cost would probably be higher.

REACTION:

## ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: USE OF FACILITIES FOR COLLEGE COURSE WORK BEYOND GRADE TWELVE

This could be accomplished by adding a grade to the senior high school or establishing a one or two year community college in a separate building.

POSSIBLE ADVANTAGES

1. This would provide the opportunity to begin college without leaving home.

POSSIBLE DISADVANTAGES

1. Cost. Adding one or two grades would require additional funding. These costs would have to be in addition to those for the K-12 program and much would have to be paid by local tax payers.
2. With post secondary opportunities available in the area, the need is questionable.
3. Most Birmingham students interested in post secondary education would probably not be attracted to a local school.

REACTION:

ALTERNATIVES FOR USE OF CLASSROOM SPACE

ALTERNATIVE: ESTABLISH A LEARNING RESOURCE CENTER IN EACH SCHOOL

These will enable the school to better meet the educational needs of all students, including those with learning disabilities as well as the gifted. Would require at least two rooms in each building.

POSSIBLE ADVANTAGES

1. Enhance and improve the educational program.
2. Provide resource for students who need individual attention, especially those with learning problems.
3. Provide opportunity for independent study.

POSSIBLE DISADVANTAGES

1. Cost. Will require additional staff, equipment, and materials. Cost can be minimized by using State reimbursed remedial reading teachers. ($8100.00 per teacher).

REACTION:

## FACILITIES STUDY COMMITTEE RECOMMENDATION TO THE SUPERINTENDENT RE CUSTODIAL SERVICES AND OPERATING COSTS

One of the 12 alternatives originally considered by the Facilities Study Committee was the possibility of operating our schools on a reduced cost basis. This one is still in the picture, and this statement is an attempt to summarize the Committee's position and recommendation for making some small reductions in operating costs in schools for next year. Our recommendation to begin to reduce operating costs is to place in effect a restriction requiring reduced custodial services in several elementary schools which will further require some type of reduction in room use. We would further explain this to mean that we are recommending a reduction of 3½ custodial positions (½ position at each of seven different schools). These reductions are made in schools where enrollment is low and/or there are several unassigned classrooms. Our basic rationale is that we cannot afford to provide a high degree of custodial services in situations where we have enrollment declines and several "vacant" class rooms. Typically, school staffs have "spread out", thereby using all unassigned space. We probably cannot afford to provide full custodial services in situations such as these.

The Committee met with each principal involved Wednesday, June 6. After significant discussion, and upon recommendations of the principals, we have decided to recommend reduced custodial services rather than officially closing a significant number of classrooms. The principals will work out the details and arrangement of the reduced services in each of their own buildings. It may be necessary for principals to designate certain rooms as "closed" for all use for next year. It may also be possible that certain rooms will be designated for "limited use" with little or no custodial services provided. Other arrangements as worked out appropriately by the principal with his head custodian may be possible. Besides the savings realized in salaries for the positions which will be eliminated, we also expect to realize small savings in utility costs and supplies. The projected reduced operating cost saving on the elementary level would be approximately $30,000.

We have also placed in effect our recommendation to reduce junior high school custodial positions which will provide a net savings of approximately $14,000. The attached information sheet indicates the schools where custodial services will be reduced.

FG/tn
6/73



APPENDIX D

1/3/73

# FOURTH FRIDAY ENROLLMENT DATA *

## 1966 - 1972

| GRADE | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 |
|---|---|---|---|---|---|---|---|
| K | 1431 | 1385 | 1314 | 1250 | 1130 | 974 | 917 |
| 1 | 1228 | 859 | 1152 | 1138 | 1047 | 1015 | 871 |
| 2 | 1254 | 1065 | 1211 | 1154 | 1102 | 1070 | 933 |
| 3 | 1274 | 1755 | 1255 | 1202 | 1110 | 1139 | 1039 |
| 4 | 1373 | 1413 | 1313 | 1256 | 1214 | 1156 | 1079 |
| 5 | 1433 | 1313 | 1347 | 1355 | 1238 | 1234 | 1127 |
| 6 | 1359 | 1564 | 1389 | 1365 | 1339 | 1304 | 1203 |
| TOTAL K-6 | 9352 | 9354 | 8981 | 8720 | 8180 | 7892 | 7169 |
| 7 | 1411 | 1408 | 1475 | 1440 | 1350 | 1340 | 1251 |
| 8 | 1353 | 1432 | 1423 | 1484 | 1430 | 1388 | 1322 |
| 9 | 1365 | 1399 | 1443 | 1431 | 1500 | 1478 | 1363 |
| TOTAL 7-9 | 4129 | 4239 | 4341 | 4355 | 4280 | 4206 | 3936 |
| 10 | 1350 | 1485 | 1454 | 1488 | 1463 | 1526 | 1435 |
| 11 | 1179 | 1349 | 1445 | 1430 | 1469 | 1436 | 1469 |
| 12 | 1132 | 1167 | 1291 | 1373 | 1358 | 1412 | 1388 |
| TOTAL 10-12 | 3661 | 4001 | 4190 | 4291 | 4290 | 4374 | 4292 |
| GRAND TOTAL | 17142 | 17594 | 17512 | 17366 | 16750 | 16472 | 15397 |

* Does not include special education students



APPENDIX E

SUMMARY OF WESTINGHOUSE PROJECTIONS

| | PAST HISTORY | | | WESTINGHOUSE PROJECTIONS | | |
|---|---|---|---|---|---|---|
| GRADE | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 |
| K | 1130 | 974 | 917 | 826 | 744 | 670 |
| 1 | 1047 | 1015 | 871 | 822 | 740 | 667 |
| 2 | 1102 | 1070 | 933 | 845 | 798 | 718 |
| 3 | 1110 | 1139 | 1039 | 935 | 847 | 800 |
| 4 | 1214 | 1156 | 1079 | 1033 | 930 | 842 |
| 5 | 1238 | 1234 | 1127 | 1074 | 1029 | 926 |
| 6 | 1339 | 1304 | 1203 | 1143 | 1089 | 1044 |
| TOTAL K-6 | 8180 | 7892 | 7169 | 6678 | 6177 | 5667 |
| 7 | 1350 | 1340 | 1251 | 1179 | 1120 | 1067 |
| 8 | 1430 | 1388 | 1322 | 1260 | 1188 | 1128 |
| 9 | 1500 | 1478 | 1363 | 1332 | 1270 | 1197 |
| TOTAL 7-9 | 4280 | 4206 | 3936 | 3771 | 3578 | 3392 |
| 10 | 1463 | 1526 | 1435 | 1355 | 1324 | 1263 |
| 11 | 1469 | 1436 | 1469 | 1395 | 1317 | 1287 |
| 12 | 1358 | 1412 | 1388 | 1416 | 1345 | 1269 |
| TOTAL 10-12 | 4290 | 4374 | 4292 | 4166 | 3986 | 3819 |
| GRAND TOTAL | 16750 | 16472 | 15397 | 14615 | 13741 | 12878 |

Does not include Special Education



APPENDIX F

ENROLLMENT HISTORY

AND 12/12/72

WESTINGHOUSE PROJECTIONS

| SCHOOL | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 |
|---|---|---|---|---|---|---|---|
| ADAMS | 584 | 539 | 523 | 474 | 446 | 400 | 372 |
| BALDWIN | 474 | 415 | 383 | - | - | - | - |
| BEVERLY | 548 | 538 | 535 | 497 | 475 | 422 | 383 |
| BINGHAM FARMS | 479 | 437 | 394 | 346 | 306 | 270 | 224 |
| BLOOMFIELD VILLAGE | 294 | 256 | 251 | 252 | 245 | 222 | 210 |
| EVERGREEN | 568 | 543 | 530 | 490 | 467 | 441 | 401 |
| FRANKLIN | 334 | 340 | 326 | 302 | 270 | 245 | 208 |
| GREENFIELD | 544 | 492 | 501 | 553 | 538 | 545 | 540 |
| HARLAN | 705 | 658 | 626 | 561 | 517 | 447 | 388 |
| MEADOW LAKE | 535 | 513 | 461 | 417 | 380 | 356 | 323 |
| MIDVALE | 320 | 320 | 306 | 331 | 301 | 258 | 224 |
| PEMBROKE | 574 | 545 | 537 | 479 | 447 | 422 | 402 |
| PIERCE | 624 | 597 | 557 | 586 | 540 | 514 | 496 |
| QUARTON | 580 | 559 | 524 | 593 | 566 | 535 | 487 |
| TORRY | 459 | 418 | 453 | 421 | 393 | 373 | 351 |
| VALLEY WOODS | 445 | 407 | 384 | 336 | 306 | 274 | 248 |
| WALNUT LAKE | 371 | 344 | 344 | 336 | 312 | 281 | 250 |
| WESTCHESTER | 281 | 259 | 252 | 195 | 169 | 172 | 160 |
| TOTALS | 8719 | 8180 | 7892 | 7169 | 6678 | 6177 | 5667 |
| BARNUM | 709 | 682 | 649 | 620 | 585 | 567 | 529 |
| BERKSHIRE | 1000 | 1021 | 1008 | 945 | 903 | 852 | 834 |
| COVINGTON | 815 | 807 | 776 | 722 | 686 | 632 | 594 |
| DERBY | 1015 | 994 | 1036 | 978 | 910 | 907 | 880 |
| WEST MAPLE | 816 | 776 | 737 | 671 | 687 | 620 | 555 |
| TOTALS | 4355 | 4280 | 4206 | 3936 | 3771 | 3578 | 3392 |
| GROVES | 2042 | 2077 | 2136 | 2103 | 2023 | 1958 | 1870 |
| SEAHOLM | 2249 | 2213 | 2238 | 2189 | 2143 | 2028 | 1949 |
| TOTALS | 4291 | 4290 | 4374 | 4292 | 4166 | 3986 | 3819 |
| GRAND TOTALS | 17366 | 16750 | 16472 | 15397 | 14615 | 13741 | 12878 |

BIRMINGHAM PUBLIC SCHOOLS

ELEMENTARY SCHOOL BUILDING CAPACITIES*

| | Kindergarten Classrooms | Grades 1-6 Classrooms | Classrooms used for art, voc. mus. other activities | Total Classrooms | Kindergarten Capacity | Grades 1-6 Capacity | Total Capacity | Emergency Capacity without Activities Room | Special Education Classrooms | Departmental Offices |
|---|---|---|---|---|---|---|---|---|---|---|
| ADAMS | 2 | 21 | 3 | 26 | 108 | 567 | 675 | 702 | | |
| BEVERLY | 2 | 18 | 3 | 23 | 108 | 486 | 594 | 621 | | |
| BINGHAM FARMS | 2 | 16 | 2 | 20 | 108 | 432 | 540 | 540 | 2 | |
| BLOOMFIELD V | 1 | 11 | 3 | 15 | 54 | 297 | 351 | 378 | | 3 |
| EVERGREEN | 1 | 14 | 2 | 17 | 54 | 378 | 432 | 432 | | |
| FRANKLIN | 1 | 12 | 3 | 16 | 54 | 324 | 378 | 405 | | |
| GREENFIELD | 2 | 17 | 3 | 22 | 108 | 459 | 567 | 594 | 2 | |
| HARLAN | 2 | 23 | 3 | 28 | 103 | 621 | 729 | 756 | 2 | |
| MEADOW LAKE | 2 | 17 | 3 | 22 | 108 | 459 | 567 | 594 | | |
| MIDVALE | 1 | 11 | 3 | 15 | 54 | 297 | 351 | 378 | | |
| PEMBROKE | 2 | 20 | 3 | 25 | 108 | 540 | 648 | 675 | 3 | |
| PIERCE | 2 | 19 | 3 | 24 | 108 | 513 | 621 | 648 | 2 | |
| QUARTON | 2 | 19 | 3 | 24 | 108 | 513 | 621 | 648 | | |
| TORRY | 2 | 16 | 3 | 21 | 108 | 432 | 540 | 567 | | 1 |
| VALLEY WOODS | 2 | 17 | 3 | 22 | 108 | 459 | 567 | 594 | 2 | |
| WALNUT LAKE | 1 | 13 | 3 | 17 | 54 | 351 | 405 | 432 | 2 | |
| WESTCHESTER | 1 | 14 | 3 | 18 | 54 | 378 | 432 | 459 | 4 | 1 |
| Sub Totals | 28 | 278 | 49 | 355 | 1512 | 7506 | 9018 | 9432 | 19 | 5 |
| Special Education and Dept. Offices | | -24 | 24 | | | | | | | |
| TOTALS | 28 | 254 | 73 | 355 | 1512 | 6858 | 8370 | 8784 | | |

*Capacities based on an average of 27 pupils per room

FG/tn
8-20-73

ESTIMATES OF ELEMENTARY SCHOOL ROOM USE FOR 1973-74

| | CLASSROOMS | ART-MUSIC | SPECIAL EDUCATION AND LEARNING CENTERS | DEPARTMENT USE | K-6 | UNASSIGNED ROOMS | ADDITIONAL ROOMS USED (and needed) | EXCESS UNASSIGNED ROOMS |
|---|---|---|---|---|---|---|---|---|
| ADAMS | 26 | 2 | | 1 | 15 | 8 | 2 | 6 |
| BEVERLY | 23 | 2 | | | 16 | 5 | 2 | 3 |
| BINGHAM FARMS | 20 | 2 | 2 | | 12 | 4 | 1 | 3 |
| BLOOMFIELD VILLAGE | 15 | 2 | | 3 | 9 | 1 | 1 | 0 |
| EVERGREEN | 17 | 2 | | | 15 | 0 | 0 | 0 |
| FRANKLIN | 16 | 2 | | | 10 | 4 | 1 | 3 |
| GREENFIELD | 22 | 2 | 2 | | 18 | 0 | 0 | 0 |
| HARLAN | 28 | 2 | 2 | | 18 | 6 | 2 | 4 |
| MEADOW LAKE | 22 | 2 | | | 13 | 7 | 1 | 6 |
| MIDVALE | 15 | 2 | | | 11 | 2 | 1 | 1 |
| PEMBROKE | 25 | 2 | 1 2 | | 15 | 5 | 2 | 3 |
| PIERCE | 24 | 2 | 2 | | 19 | 1 | 1 | 0 |
| QUARTON | 24 | 2 | | | 20 | 2 | 2 | 0 |
| TORRY | 21 | 2 | | 1 | 14 | 4 | 1 | 3 |
| VALLEY WOODS | 22 | 2 | 2 | | 11 | 7 | 1 | 6 |
| WALNUT LAKE | 17 | 2 | 2 | | 11 | 2 | 1 | 1 |
| WESTCHESTER | 18 | 2 | 4 | 2 | 7 | 3 | 1 | 2 |
| TOTALS | 355 | 34 | 19 | 7 | 234 | 61 | 20 | 41 |

BIRMINGHAM PUBLIC SCHOOLS
Birmingham, Michigan

CRITERIA FOR SELECTION OF A SCHOOL(S) TO BE CONSIDERED FOR CLOSING

Where it becomes necessary to close one or more schools in a district, the selection process is a difficult one at best. In an attempt to make the procedure objective, three basic criteria have been developed.

1. Location In Relation To Neighboring Schools

   a. Hopefully a contiguous attendance area could be maintained.
   b. Receiving schools would preferably be adjacent and could adequately house redistricted children.
   c. Closing this school would result in a minimum of redistricting problems.

2. Adequacy of Facility

   a. This school is educationally less flexible. (Can't accommodate changing and varying programs as well.
   b. Age of the building is a detriment.
   c. Difficulty and/or cost of ongoing maintenance is greater.
   d. Need for major (costly) maintenance or renovation.
   e. Size of and/or the layout of the site is less adequate.

3. Enrollment Factors

   a. Closeness to optimum efficient operating enrollment (450+).
   b. Potential for student gain or loss.

   Other less important factors that would be considered where they apply are:

   a. Differences in operating cost savings.
   b. Differences in resulting transportation costs.
   c. Safety implications.
   d. Resale value and/or disposition of property.

Using the accompanying form the three criteria may be applied to each school. Making use of a rating scale of 0 to 5 for each of the criteria, a numerical school closing "index" could be obtained. This "index" would then be used to rank order the schools in terms of their suitability for closing.

FG/tn

## SCHOOL CLOSING INDICES

Birmingham Public Schools — May, 1973

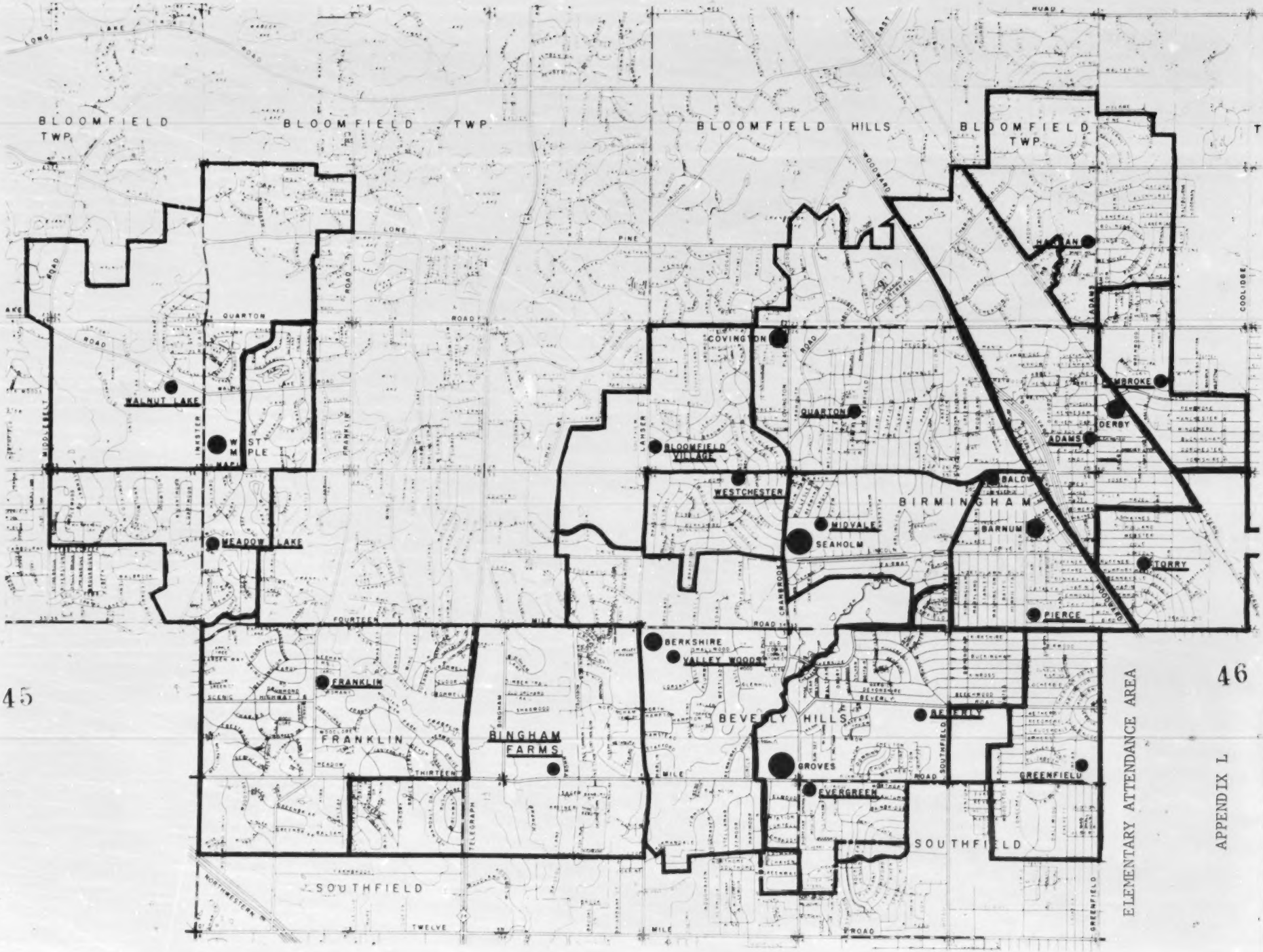
| School | SCHOOL CLOSING CRITERIA I Location | II Facility Adequacy | III Enrollment Factor | Initial School Closing Index |
|---|---|---|---|---|
| ADAMS | 3-4 | 4 | 2 | 9-10 |
| BEVERLY | 2 | 1 | 0-1 | 3-4 |
| BINGHAM FARMS | 3 | 0 | 3-4 | 6-7 |
| BLOOMFIELD V. | 5 | 3-4 | 5 | 13-14 |
| EVERGREEN | 0-1 | 0 | 0 | 0-1 |
| FRANKLIN | 3-4 | 3 | 4 | 10-11 |
| GREENFIELD | 0-1 | 1 | 0 | 1-2 |
| HARLAN | 0-1 | 0-1 | 1 | 1-3 |
| MEADOW LAKE | 3-4 | 0 | 2-3 | 5-7 |
| MIDVALE | 3-4 | 1 | 4 | 8-9 |
| PEMBROKE | 3 | 1 | 0-1 | 4-5 |
| PIERCE | 1-2 | 3 | 0-1 | 4-6 |
| QUARTON | 0-1 | 2 | 0-1 | 2-4 |
| TORRY | 1 | 1 | 2 | 4 |
| VALLEY WOODS | 2-3 | 1-2 | 3-4 | 6-9 |
| WALNUT LAKE | 0-1 | 1-2 | 3 | 4-6 |
| WESTCHESTER | 4-5 | 0 | 5 | 9-10 |

Rating Scale 0-5
0= Low potential for closing
5= High potential for closing



FG/tn

APPENDIX K

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ELEMENTARY ATTENDANCE AREA

APPENDIX L

ELEMENTARY BUILDING OPERATING COST ESTIMATES
1973-74

| SCHOOL | UTILITIES | ANNUAL MAINTENANCE & SUPPLIES | CUSTODIAL SALARIES** | ADMINIS/ CLERICAL SALARIES** | TOTALS** |
|---|---|---|---|---|---|
| Adams | 16,600 | 6,700 | 29,400 | 34,000 | 86,700 |
| Beverly | 13,400 | 6,700 | 29,000 | 33,100 | 82,200 |
| Bingham Farms | 23,400 | 6,300 | 24,400 | 33,900 | 88,000 |
| Bloomfield Village | 11,100 | 6,000 | 20,000 | 21,200 | 58,300 |
| Evergreen | 15,600 | 6,500 | 29,900 | 34,000 | 86,000 |
| Franklin | 15,100 | 6,300 | 25,100 | 33,600 | 76,000 ~~80,100~~ |
| Greenfield | 10,700 | 6,500 | 29,200 | 32,800 | 83,000 79,200 |
| Harlan | 20,600 | 6,700 | 29,500 | 34,000 | 90,800 |
| Meadow Lake | 16,400 | 6,500 | 29,300 | 33,400 | 85,600 |
| Midvale | 11,800 | 6,200 | 24,300 | 32,600 | 74,900 |
| Pembroke | 15,900 | 6,500 | 29,300 | 33,400 | 85,100 |
| Pierce | 15,300 | 6,500 | 29,000 | 33,400 | 84,200 |
| Quarton | 15,200 | 6,500 | 29,400 | 32,800 | 83,900 |
| Torry | 11,200 | 6,500 | 29,300 | 34,000 | 81,000 |
| Valley Woods | 16,200 | 6,700 | 29,400 | 34,000 | 86,300 |
| Walnut Lake | 11,600 | 6,300 | 24,400 | 30,600 | 72,900 |
| Westchester | 13,800 | 6,200 | 19,900 | 21,000 | 60,900 |

**These figures include a projected estimate for salary improvements for 1973-74. Final figures will be available after contract settlements have been determined. The net savings the district would actually realize from closing a building could be as much as $5,000 less than the figures (totals) shown here due to the seniority clauses in our contract agreements with our employee groups.

VO:kt



8/24/73 (Second Revision)

ELEMENTARY BUSING 1972-73

| SCHOOL | # BUSES | TOTAL |
|---|---|---|
| ADAMS | 2 | 56 |
| BEVERLY | 5 | 167 |
| BINGHAM FARMS | 4 | 184 |
| BLOOMFIELD VILLAGE | 2 | 78 |
| FRANKLIN | 4 | 164 |
| GREENFIELD | 3 | 174 |
| HARLAN | 3 | 94 |
| MEADOW LAKE | 7 | 266 |
| MIDVALE | 1 | 53 |
| QUARTON | 1 | 62 |
| VALLEY WOODS | 6 | 220 |
| WALNUT LAKE | 3 | 147 |
| | | 1665 |
| LADY QUEEN | 6 | 201 |
| HOLY NAME | 7 | 298 |
| ST. REGIS | 10 | 380 |
| | | 879 |
| | | 2544 TOTAL ELEMENTARY |

To: Facilities Committee November 10, 1972

From: J.V. O'Neil

Subject: Potential Growth in the district

Within the district there are two areas of potential growth, the Flint farm in the Walnut Lake attendance area and vacant land in the Bingham Farms attendance area.

1. Flint Farms: This area, 200 acres, is being developed at the present time. 92 homes have been built and 88 are occupied as of this date. There is a potential of 270 homes in this area. As homes are built, as they are sold, there is no good estimate when this total of 270 will be reached. The price of a home begins at $70,000.

2. Bingham Farms: The area south of 13 Mile Road and east of Telegraph is at present underdeveloped. The property fronting on Telegraph is zoned commercial. The remainder of the area has been a subject of controversy for a number of years. The owner is asking for a multiple dwelling zoning while the Village of Bingham Farms has it zoned single dwelling. Until this is resolved it would be difficult to predict potential growth in this area. However, the area could probably be accommodated at Bingham Farms School under any zoning established by the Village of Bingham Farms.

3. It is possible that some time in the future Knollwood Country Club, Birmingham Country Club, and Oakland Hills Country Club could be developed into residental properties but there is no indication of that happening at this time.

   Large estates in the Bingham Farms and western Walnut Lake area may be subdivided sometime in the future and should be considered.

## BIRMINGHAM SCHOOL DISTRICT RESIDENTS ATTENDING NON PUBLIC SCHOOLS

September 29, 1972

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ADAMS | | 16 | 11 | 12 | 19 | 19 | 22 | | | | | | | 99 |
| BEVERLY | | 22 | 25 | 29 | 20 | 26 | 37 | | | | | | | 159 |
| BINGHAM | 4 | 23 | 17 | 19 | 23 | 25 | 31 | | | | | | | 142 |
| BL VILLAGE | 3 | 11 | 6 | 15 | 20 | 16 | 17 | | | | | | | 88 |
| EVERGREEN | 1 | 8 | 5 | 9 | 13 | 3 | 7 | | | | | | | 46 |
| FRANKLIN | 1 | 6 | 2 | 4 | 4 | 4 | 7 | | | | | | | 28 |
| GREENFIELD | 2 | 12 | 17 | 11 | 16 | 14 | 11 | | | | | | | 83 |
| HARLAN | 6 | 10 | 15 | 9 | 11 | 14 | 10 | | | | | | | 75 |
| MEADOW LAKE | 2 | 1 | 5 | 6 | 7 | 8 | 5 | | | | | | | 34 |
| MIDVALE | 1 | 3 | 7 | 7 | 9 | 13 | 18 | | | | | | | 58 |
| PEMBROKE | 1 | 7 | 5 | 2 | 6 | 7 | 8 | | | | | | | 36 |
| PIERCE | 3 | 9 | 13 | 13 | 10 | 10 | 6 | | | | | | | 64 |
| QUARTON | 16 | 19 | 35 | 41 | 36 | 50 | 58 | | | | | | | 255 |
| TORRY | 1 | 1 | 2 | 3 | 1 | 1 | 1 | | | | | | | 10 |
| VALLEY WOODS | 1 | 8 | 20 | 19 | 15 | 23 | 25 | | | | | | | 111 |
| WALNUT LAKE | 1 | 3 | 2 | 3 | 3 | 0 | 6 | | | | | | | 18 |
| WESTCHESTER | 1 | 16 | 22 | 19 | 15 | 24 | 25 | | | | | | | 122 |
| TOTAL | 44 | 175 | 209 | 221 | 228 | 257 | 294 | | | | | | | 1428 |
| BARNUM | | | | | | | | 35 | 35 | 24 | | | | 94 |
| BERKSHIRE | | | | | | | | 75 | 107 | 82 | | | | 264 |
| COVINGTON | | | | | | | | 124 | 112 | 128 | | | | 364 |
| DERBY | | | | | | | | 41 | 45 | 37 | | | | 123 |
| WEST MAPLE | | | | | | | | 17 | 18 | 34 | | | | 69 |
| TOTAL | | | | | | | | 292 | 317 | 305 | | | | 914 |
| GROVES | | | | | | | | | | | 145 | 124 | 110 | 379 |
| SEAHOLM | | | | | | | | | | | 216 | 180 | 174 | 570 |
| TOTAL | | | | | | | | | | | 361 | 304 | 284 | 949 |
| GRAND TOTAL | 44 | 175 | 209 | 221 | 228 | 257 | 294 | 292 | 317 | 305 | 361 | 304 | 284 | 3291 |

## SIZE OF SCHOOL SITES (ACRES)

| | | | |
|---|---|---|---|
| ADAMS | 6.0 | MIDVALE | 5.7 |
| BARNUM | 5.0 | MEADOW LAKE | 9.5 |
| BEVERLY | 10.0 | PEMBROKE | 10.5 |
| BERKSHIRE | 32.0 | PIERCE | 13.1 |
| BLOOMFIELD VILLAGE | 4.0 | QUARTON | 7.0 |
| COVINGTON | 20.0 | SEAHOLM | 46.0 |
| DERBY | 32.0 | TORRY | 7.0 |
| EVERGREEN | 10.3 | VALLEY WOODS | 7.5 |
| FRANKLIN | 5.0 | WALNUT LAKE | 7.0 |
| GREENFIELD | 13.1 | WESTCHESTER | 10.0 |
| GROVES | 50.0 | BINGHAM FARMS | 10.0 |
| HARLAN | 10.0 | WEST MAPLE | 20.0 |

11/15/72

## COSTS OF ELEMENTAR[illegible]CHOOLS & ADDITIONS

| SCHOOL | ORIGINAL BUILDING YR. | Cost | 1ST ADDITION Yr. | Cost | 2ND ADDITION Yr. | Cost | 3RD ADDITION Yr. | Cost | 4TH ADDITION Yr. | Cost | 5TH ADDITION Yr. | Cost | TOTAL COST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adams | 1921 | 135,000 | 1925 | 270,000 | 1970 | 51,358 | | | | | | | 456,358 |
| Beverly | 1954 | 611,171 | 1955 | 224,062 | 1970 | 99,600 | | | | | | | 934,833 |
| Bloomfield | 1927 | 74,000 | 1944 | 25,000 | 1954 | 231,728 | 1957 | 67,839 | 1962 | 88,471 | 1970 | 72,081 | 559,119 |
| Bingham Fms. | 1968 | 1,020,000 | | | | | | | | | | | 1,020,000 |
| Evergreen | 1966 | 811,727 | | | | | | | | | | | 811,727 |
| Franklin | 1923 | 20,000 | 1946 | 8,000 | 1951 | 117,731 | 1954 | 265,952 | 1962 | 230,844 | 1970 | 173,200 | 815,727 |
| Greenfield | 1957 | 760,323 | 1970 | 77,696 | | | | | | | | | 838,019 |
| Harlan | 1957 | 743,622 | 1962 | 149,333 | 1970 | 267,538 | | | | | | | 1,160,493 |
| Midvale | 1957 | 776,246 | 1970 | 79,235 | | | | | | | | | 855,481 |
| Meadow Lake | 1963 | 522,499 | 1966 | 228,035 | | | | | | | | | 750,534 |
| Pembroke | 1955 | 612,812 | 1957 | 197,512 | 1962 | 116,791 | 1970 | 96,853 | | | | | 1,023,968 |
| Pierce | 1924 | 270,000 | 1949 | 196,545 | 1950 | 14,414 | 1970 | 32,688 | | | | | 513,647 |
| Quarton | 1927 | 313,000 | 1954 | 310,998 | 1970 | 32,950 | | | | | | | 656,948 |
| Torry | 1951 | 241,833 | 1954 | 418,561 | 1970 | 78,117 | | | | | | | 738,511 |
| Valley Wds. | 1951 | 683,712 | 1966 | 242,702 | | | | | | | | | 926,414 |
| Walnut Lake | 1936 | 22,000 | 1946 | 50,000 | 1951 | 53,627 | 1954 | 127,548 | 1957 | 236,259 | 1968 | 238,753 | 728,187 |
| Westchester | 1962 | 724,246 | 1970 | 89,379 | | | | | | | | | 813,625 |